

with others actors working with children and adolescent, c) the idea of an “extended schoolday”.

Activating environments: a) school yards planning and development, b) co-operational model and methodological “tool box” for participatory and involving planning.

New innovative operative and financial models for preventive promotion of health and well-being of children and adolescent – WellBeing Partnership model: actors, roles, responsibilities.

To make the project as efficient as possible we have divided it into five work packages: 1) Project management and coordination is needed to create a functional and practical operational and strategic structure of the project, 2) meetings, seminars and trainings are essential to produce ideas and innovations of concrete actions on a school level and to enable the exchange of ideas and experiences, 3) equipment and materials for school activities are campaign are needed to enable the activating, participatory and involving practices on a school level, 4) we have to inform all focal interest groups and actors about the project and its goals and to raise awareness about those issues, 5) evaluation and modeling is important to produce reliable and valid information and evaluation of the project.

INNOVATIVE METHODS OF TEACHING VOCABULARY

SVITLANA ALEKSANDROVYCH, Teacher

O.M. Beketov National University of Urban Economy in Kharkiv

As English teachers we always look for new and interesting ways to stimulate our students to learn English.

Vocabulary is a very important means to express our thoughts and feelings, either in spoken or written form. Vocabulary is considered an essential part of learning English since it leads to communication.

Traditional approach to learning English includes looking words up in the dictionary, writing definitions, and using new words in sentences. Word lists, teacher explanation, discussion, memorization, vocabulary books, and quizzes are often used in an effort to help students learn new words. But these methods are not very effective.

Teachers should teach vocabulary in context, combine vocabulary with reading and writing activities, and provide students with different lexical information about the words they learn. Giving learners something new does wonders in relieving boredom and spiking interest in a topic.

There are some techniques that teachers can use in their classrooms to improve their students' vocabulary:

1. Showing models and objects.

It is a very useful technique to teach vocabulary to the beginners. The names of many things can be taught by showing actual objects. It gives real experience and sense to the learners.

2. Demonstrations and showing pictures.

Teacher can act and learners try to imitate it. For example, the words like run, read, cry, eat, sleep, and dance can be demonstrated. Miming works well with younger students. You can mime out emotions and everyday activities to teach new words. Many situations can be dramatized or demonstrated. This works well with young students or students studying a foreign language to help introduce them to new concepts. After explaining new vocabulary, you can then ask the students to perform the actions. Teachers also can use picture dictionaries. Some words work well with pictures, particularly nouns. This can also be a good way to introduce blocks of related words, that are often used in foreign language classes, such as nouns and verbs related to the classroom or the house. Pictures can also be used in printable worksheets and flashcards, where pictures are matched to the word they represent. Learners remember better the material that has been presented by means of visual aids'

Another visual way to teach vocabulary is to find videos that showcase the words used in lesson. Videos created for people learning English as a second language are also ideal for teaching younger students words with which they have had little or no exposure. YouTube Teachers' Language Arts section is a good place to look for video content that is safe for classroom viewing.

3. Teaching words in context.

Just learning words separately, doesn't help students to learn how to use the word. When students learn in context, this problem is solved, because they are given an example sentence, right in front of their eyes! Students can write down their new sentence and the example in their vocabulary notebook, to be practised later. If students are reading digital texts, they can mark the text in a number of different ways to identify context clues. They can highlight, underline, bold, or vary the font (size, style, or color) of unknown words and/or the surrounding context. They can mark the clues that they believe will help them uncover a word's meaning.

Many supports can also be embedded in the digital text to help students while they are reading. For example, selected words and phrases (the unknown words as well as the surrounding context) can be linked to definitions, synonyms, antonyms, images, and audio explanations.

4. Etymology.

Every word has its origin and its story of how it gets its current meanings. So, whenever we teach a new English word we can ask students to look it up in a dictionary or other reference books, or surf the Internet to find its origin. The interesting stories behind a word's origin can be a very good reminder for students to remember the particular word. Thus, learning the etymology of a word will certainly promote students' comprehension of new words.

5. Collocations.

It's a widely accepted idea that collocations are very important part of knowledge and they are essential to non-native speakers of English in order to speak or write fluently. The term collocation generally refers to the way in which two or more words are typically used together. For example, we talk about *heavy rain* but

not *heavy sun*, or we say that we *make* or *come to a decision*, but we don't *do a decision*. So, *heavy rain* and *make a decision* are often referred to as collocations and we say that *heavy* collocates with *rain*.

6. Synonyms.

A synonym may be used to help the student to understand the different shades of meaning, if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly. These can be effective since they build on words and phrases that students already recognize.

7. Short stories.

Another way to make teaching vocabulary more fun is to have students create a short story or screenplay using the words they have just learned. Teachers can also make this a final project or midterm project. Typically, this will go over much better than a final exam, and students will be more willing to engage and get creative with such a task, especially if a large portion of their grade depends on it.

8. Using an i-Pod

Do your learners carry iPods or tablets? Don't be angry at them for using technology in their lives. Turn it to your advantage! A number of good websites now exist that can get you and your learners up and running using this latest new technology for language learning and practice.

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APHORISMS IN ESL CLASS AS A TOOL OF DEVELOPING STUDENTS' SOCIO-CULTURAL COMPETENCE

OKSANA ANASTASIEVA, senior teacher,

Kharkiv Petro Vasylenko National Technical University of Agriculture

Language and culture are closely tied to one another and have a profound influence on both verbal and non-verbal communication. A variety of daily and intellectual contexts must often be taken into consideration in order to understand the meaning of something that is said. Such contexts can differ greatly from one culture to another, often making it difficult for newcomers to effectively communicate with other members of their new culture. Developing an understanding of general cultural contexts and their implications will enable someone who was not raised in a particular culture to fully comprehend speech or text in that culture's language, and to use the language more easily (American Immigration Law Foundation, 2002). That is the basic idea behind socio-cultural competence and its use in ESL education.